



2004-05 Performance Year Ratings impacting Fiscal Year 2005-06. Commission on Higher Education, June 2, 2005

Report prepared by the Commission's Division of Finance, Facilities and MIS  
1333 Main Street, Suite 200, Columbia, SC 29201, (803) 737-2260, www.che.sc.gov

## Lander University

### Sector: Four-Year Colleges and Universities

Daniel W. Ball, President  
320 Stanley Avenue  
Greenwood, SC 29649  
(864) 388-8300  
[www.lander.edu](http://www.lander.edu)

Founded in 1872



### 2004-05 Performance Year Score

#### Achieves Standards

78%

2.35 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2004 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"	<b>Enrollment Headcount</b> includes full & part-time students	2,918 94% of headcount Undergraduate 95% of headcount from SC at entry 24% of headcount Minority	<b>Full-Time Faculty</b>	120 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
<b>Degrees Awarded</b> FY 2003-04	- Associates 431 Bachelor's - Post Bachelor's Cert. 42 Master's - Post Master's Cert. - First Professional - Specialist - Doctoral	<b>Full-Time</b>	2,378 (81% of headcount)	<b>Tuition</b> Academic Year 2004-05 \$5,866 In-State, Full-Time Student \$12,034 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
	<b>SAT Average</b>	961 (1st-time entering freshmen. Includes converted ACT scores.)	<b>* Financial</b> Dollars In Millions FY 2002-03 \$27.0 Revenue, excl. auxiliary & hospital \$25.4 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)	

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at [www.che.sc.gov](http://www.che.sc.gov) - select Performance Funding and then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

- Exceeded Standards (or received scores of 3) on
- Achieved Standards (or received scores of 2.00-2.99) on
- Did Not Achieve Standards (or received scores of 1.00-1.99) on
- Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

#### 14 Indicators

- 4 Indicators
- 7 Indicators
- 1 Indicators
- 1 Indicators

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

**"Performance Funding" in SC** began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. **To determine overall performance as summarized on page 1 and at the end of this report:** scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Lander University											Four-Year Colleges and Universities Sector											
Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score												
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator										
<b>1. MISSION FOCUS</b>																						
1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	100%	95% - 99% or if <95% all but 1		N/A					3.00									
Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.											3.00									
<b>Critical Success Factor 1, Scored Indicator Notes:</b> 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, <i>Approval of a Mission Statement</i> . 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.																						
<b>Status of other indicators:</b> Indicator 1A, <i>Expenditure of Funds to Achieve Institutional Mission</i> , is measured through Indicator 5A, <i>Ratio of Administrative Costs to Academic Costs</i> .																						
<b>2. QUALITY OF FACULTY</b>																						
2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	87.0%	88.7%	86.3%	86.7%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3			3.00									
2D Compensation of Faculty :													2.33									
Assistant Professor Average	Fall 2004	\$43,141	\$43,218	\$41,897	\$43,937	\$36,840	to	\$43,701	For each part, 4% of prior year	N/Ascore=3	3.00											
Associate Professor Average	Fall 2004	\$48,319	\$51,364	\$51,007	\$52,552	\$44,787	to	\$53,129		\$53,047	2.00											
Professor Average	Fall 2004	\$56,318	\$57,229	\$57,008	\$58,422	\$56,164	to	\$66,624		\$59,288	2.00											
<b>Critical Success Factor 2, Scored Indicator Notes:</b> 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.																						

Report for: Lander University										Four-Year Colleges and Universities Sector			
Measures Presented by Critical Success Factor		Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score			
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

**Status of other indicators:** Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

### 3. CLASSROOM QUALITY

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2005	71%	71%	88%	88%	90%-99% or if <90%, all but 1	N/A		2.00
<b>3E</b> Institutional emphasis on quality teacher education and reform :									1.75
1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES	N/A	Complied	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred	deferred
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		76.9%	89.0%	89.5%	73.8%	75.0% to 89.0%	87.7%	1.00	
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	21%	21%	20%	25%	20% to 34%	5% of prior 3-yr avg	22%	2.50
3b % teacher ed. graduates who are minority		3%	16%	4%	14%	10% to 20%	8%	2.50	

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other indicators:** Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	3	2 to 3	N/A	N/A	2.00
--	-------------------	-----------	-----------	---	---	--------	-----	-----	------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred		Deferred
--	------------	-------	----------	----------	----------	---	----------------------	----------	--	----------

**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.5%	84.3%	90.4%	82.1%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3		3.00
--	-----------	-------	-------	-------	-------	----------------	----------------------	-------------	--	------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other indicators:** Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: Lander University											Four-Year Colleges and Universities Sector			
Measures Presented by Critical Success Factor		Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score				
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator	
<b>7. GRADUATES' ACHIEVEMENTS</b>														
<b>7A</b> Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	<b>1998 cohort</b>	48.0%	47.6%	45.7%	<b>42.9%</b>	36.0%	to	49.0%	3% of prior 3-yr avg	48.5%			<b>2.00</b>	
<b>7D</b> Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	<b>Apr 1, 2003 - Mar 31, 2004</b>	79.2%	90.7%	91.8%	<b>79.5%</b>	75.0%	to	89.0%	3% of prior 3-yr avg	89.9%			<b>2.00</b>	
<b>Critical Success Factor 7, Scored Indicator Notes:</b> <b>7A</b> as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. <b>7D</b> measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators <b>7B</b> , <i>Employment Rate for Graduates</i> , and <b>7C</b> , <i>Employer Feedback on Graduates Who Were Employed or Not Employed</i> , and <b>7E</b> , <i>Number of Graduates Who Continued Their Education</i> , are not applicable to this sector.														
<b>Status of other indicators:</b> Indicator <b>7F</b> , <i>Credit Hours Earned of Graduates</i> , is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.														
<b>8. USER-FRIENDLINESS OF THE INSTITUTION</b>														
<b>8C</b> Accessibility to the Institution of All Citizens of the State :														<b>2.13</b>
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	<b>Fall 2004</b>	21.4%	21.7%	23.0%	<b>24.8%</b>	21.0%	to	28.0%	8C1,2,3=5% of prior 3-yr avg	23.1%	2.50			
2 annual retention rate of SC degree-seeking undergrads who are minority.	<b>Fall 03 to 04</b>	77.4%	81.1%	75.3%	<b>76.4%</b>	74.0%	to	82.0%		81.8%	2.00			
3 % graduate students who are minority (headcount)	<b>Fall 2004</b>	13.7%	9.0%	8.5%	<b>15.1%</b>	10.0%	to	13.0%	N/A score=3	3.00				
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	<b>Fall 2004</b>	11.2%	10.5%	9.9%	<b>8.4%</b>	10.0%	to	13.0%	3-yr avg	10.8%	1.00			
<b>Critical Success Factor 8, Scored Indicator Notes:</b> For <b>8C</b> , total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. <i>Minority</i> is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.														
<b>Status of other indicators:</b> Indicator <b>8A</b> , <i>Transferability of Credits To and From the Institution</i> , is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator <b>8B</b> , <i>Continuing Education Programs for Graduates and Others</i> , does not apply to this sector.														
<b>9. RESEARCH FUNDING</b>														
<b>9A</b> Financial Support for Reform in Teacher Education	<b>FY 04 / FYs 01,02,03 Avg</b>	116.2%	111.8%	120.6%	<b>99.7%</b>	80.0%	to	119.0%	NA				<b>2.00</b>	
<b>Critical Success Factor 9, Scored Indicator Notes:</b> <b>9A</b> measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. <b>9B</b> , <i>Amount of Public and Private Sector Grants</i> , does not apply to this sector.														
<b>PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)</b>														
<i>Based on scores in the above column at far right labeled "2004-05 Performance Score:"</i>										Subtotal : <b>28.21</b>				
<i>14 Total Applicable Scored Indicators</i>										# of Indicators averaged <b>12</b>				
<i>Exceeded standards (scores of 3) on 4 scored indicators.</i>										Average: <b>2.35</b>				
<i>Achieved Standards (scores of 2.00 to 2.99) on 7 scored indicators.</i>										Average / 3.00 Max: <b>78%</b>				
<i>Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.</i>										Category is: "Achieves"				
<i>Achieved Compliance on 1 indicator, and 1 indicator is deferred.</i>														